

## Monitoring Comprehension

Follow Your Inner Conversation – Notice When You Lose Your Way – Read, Write, and Talk

Strategy: <b>Monitoring Comprehension</b>	Student Behavior		Teacher Behavior
<b>Expectations for student thinking and learning:</b>	<b>What the Student Says or Thinks... to monitor Comprehension</b>	<b>Questions Students Can Ask Themselves</b>	<b>Questions teachers can ask to assess student understanding</b>
Listens to inner conversation	"I think..."	Did I follow my inner conversation?	Do they jot down their thinking to leave track of their inner conversations and to monitor their understanding?
Leaves tracks to hold thinking i.e., text coding	"The text makes me think..."	Did I try reading on when I was confused?	Do they reread or read on for clarification and to clear up confusion?
Stops and goes back to refocus thinking when the mind wanders	"This doesn't make sense..."	Did I stop and refocus when my mind wondered?	Are they able to use fix-up strategies to get back on track?
Rereads and reads on to clarify meaning and clear up confusion	"Huh? I don't get this part..."	Did I go back and reread when the text didn't make sense?	Do they stop, think and react to the information to gain understanding?
Stops and uses fix-up strategies when meaning breaks down, i.e. asks a question	"I need to reread..."	Did I try reading on when I was confused?	Do they stop, think and react to the information to gain understanding?
Remembers to stop, think and react to learn information and expand thinking	"Maybe if I read on..."	Did I use a fix-up strategy to get back on track?	Are they beginning to articulate the strategies they use to understand the content as well as the reading process?

## Activate and Connect

Merge Your Thinking with New Learning – Connect the New to the Known

Strategy: <b>Activate &amp; Connect</b>	Student Behavior		Teacher Behavior
Expectations for student thinking and Learning:	What the Student Says or Thinks... to activate background knowledge and connect to new learning	Questions Students Can Ask Themselves	Questions teachers can ask to assess student understanding
Understands that nonfiction reading is about <i>reading to learn</i> information	"This reminds me of..."	Did I pay attention to the features and learn from them?	Understands that nonfiction reading is about <i>reading to learn</i> information
Understands the purpose of text and visual features	"I noticed..."	Did I listen to the voice in my head as I met new information?	Understands the purpose of text and visual features
Use text and visual feature to gain information	"I know...I never knew..."	Did I leave tracks of my thinking when I met new information?	Use text and visual feature to gain information
Listens to inner voice when meeting new information	"I learned...I am surprised..."	Did I code the text with an "L" when I learned something new?	Listens to inner voice when meeting new information
Merges thinking with new information and reacts to it	"I can't believe....Wow!"...	Did I connect what I already know to the new information?	Merges thinking with new information and reacts to it
Connect background knowledge with new information	"Hmmm...very interesting..."	Did I merge my thinking with the information?	Connect background knowledge with new information

## Asking Questions

Question the Text – Read to Discover Answers – Ask Questions to Expand Thinking

Strategy: <b>Asking Questions</b>		Student Behavior		Teacher Behavior
<b>Expectations for student thinking and Learning:</b>	<b>What the Student Says or Thinks About Asking Questions...</b>	<b>Questions Students Can Ask Themselves</b>	<b>Questions Teachers Can Ask to Assess Student Understanding</b>	
Learn to ask questions when reading to learn information	"I wonder..."	Did I stop and ask questions?	Do they ask questions before, during and after reading?	
Learn that not all questions are answered through reading	"Why..."	Did I hear questions in my head as I read?	Do they ask questions when they are confused?	
Ask questions to clarify confusion	"How come..."	Did I write down my questions?	Do they ask questions when they meet new information?	
Learn strategies for answering questions	"What's the deal..."	Did I stop and ask a question when I was confused?	Do they read with a question in mind?	
Read with questions in mind	"What, When, Where, Will..."	Did I find answer to my questions in the text?	Do they have a variety of strategies for answering questions that are not answered in the text i.e. discussions, rereading, inferring, consulting another source, etc.?	
Learn to use discussion to answer questions	"I'm confused..."	Did I find out ways to answer questions that weren't answered in the text?	Do their questions help them better understand big ideas and issues?	

## Making Inferences

Infer the Meaning of Unfamiliar Words – Infer with Text Clues – Tackle the Meaning of Language  
– Crack Open the Features – Read with a Question in Mind – Wrap Your Mind around the Big Ideas

Strategy: <b>Infer Meaning</b>	Student Behavior		Teacher Behavior
<b>Expectations for student thinking and Learning:</b>	<b>What the Student Says or Thinks About Inferring for Meaning..</b>	<b>Questions Students Can Ask Themselves</b>	<b>Questions Teachers Can Ask to Assess Student Understanding</b>
Use the context to infer the meaning of unfamiliar word and concepts	"I'm thinking that..."	Did I infer to figure out the meaning of new words?	Do they use context to infer the meaning of unfamiliar words and concepts?
Merge background knowledge with text clues to draw a reasonable conclusion	"This information makes me think about..."	Did I think about what I knew and merge it with the information?	Are they using their background knowledge and merging it with clues to draw conclusions?
Infer to interpret the deeper meaning of language	"Maybe..."	Did I find evidence in the text to support my inference?	Do they use the context to interpret the meaning of language?
Use background knowledge and text clues to infer the meaning of subheads, titles, and features	"It seems to me..."	Did I read between the lines to get at deeper meaning?	Are they inferring to understand a variety of text features?
Infer the answers to unanswered questions	"Perhaps..."	Did I use text features to infer what the text was about?	Are they using text evidence to infer answers to questions that are not answered in the text?
Infer to surface big ideas and themes supported by evidence from the text	"Probably..."	Did I use text clues to infer the answers to questions when I couldn't find the answer in the text?	Are they surfacing themes and big ideas to arrive at a deeper understanding?

## Determine Importance

Spotlight New Thinking – Questions & Respond to Important Facts – Target Key Information –  
Determine What to Remember – Distinguish Your Thinking from the Author's –  
Construct Main Ideas from Supporting Details

Strategy: <b>Determine Importance</b>	Student Behavior		Teacher Behavior
<b>Expectations for student thinking and Learning:</b>	<b>What the Student Says or Thinks About Determining Importance...</b>	<b>Questions Students Can Ask Themselves</b>	<b>Questions Teachers Can Ask to Assess Student Understanding</b>
Merge thinking, questions, and responses with the information to better understand it and determine what to remember	"This is really important..."	Did I remember to write down my facts, questions, and responses?	Did they merge their thinking (questions, responses) with the information to better understand it?
Sort and sift through information to answer questions	"This is important to remember..."	Did I find an answer to my question?	Can they sift out information to answer a specific question?
Code text to hold thinking, paraphrase, and record information	"I think this might be important..."	Did I underline the most important information and then code the text with my own to understand?	Do they code the text to hold and paraphrase thinking?
Gain important information from text features and visuals	"My opinion is...the author's argument is..."	Did I sort the important information from the interesting details?	Do they gain information from text features and visuals?
Distinguish between interesting details and important information to help determine what to learn	"I think the big idea is..."	Was there a difference between my point of view and the author's?	Are they able to separate interesting details from the bigger more important information and ideas?
Sift and sort information to focus on bigger ideas, issues, and concepts	"The most important information seems to be ..."	Did I use supporting details to get to a bigger idea?	Do they make a distinction between their point of view and the author's perspective?
Recognize that there is sometimes a difference between what the reader thinks is important and what the author is trying to convey	"I think this part means..."		Do they use supporting details to come up with a bigger idea?

## Summarize and Synthesize

Read, Think, and React – Think Beyond the Text – Read to Get Gist –  
Reread and Rethink

Strategy: <b>Summarize and Synthesize</b>	Student Behavior		Teacher Behavior
<b>Expectations for student thinking and Learning:</b>	<b>What the Student Says or Thinks About Summarizing and Synthesizing...</b>	<b>Questions Students Can Ask Themselves</b>	<b>Questions Teachers Can Ask to Assess Student Understanding</b>
Put the information into one's own words to demonstrate understanding	"I used to think...but now I..."	Did I stop and think about what I was reading?	Are students able to paraphrase, to put the information into their own words?
Merge thinking to surface key ideas and get the gist	"I never realized..."	Did I put the information into my own words?	Can they summarize information succinctly and accurately?
Summarize by telling what's important without telling too much	"Aha!..."	Did I merge my thinking with the text information to gee the gist?	Do they stop and think to get the gist of what they are reading?
Stop and think to synthesize the information as they go	"Now I get it..."	Was I able to summarize the information briefly and accurately?	Are they able to delete extraneous information to arrive at the big ideas and / or issues?
Distinguish between the gist and the reader's personal response to the information	"Inn conclusion..."	Did I use facts to come up with bigger ideas?	Are they able to synthesize facts into bigger ideas?
Synthesize the big ideas and issues from a collection of facts	"To sum up..."	Did I have any lingering questions after I finished reading?	Do they revise thinking and rethink misconceptions when they encounter new information or evidence
Distinguish between facts and opinions	"One new idea I had was..."	Did any new ideas pop into my head as I read?	Are they able to articulate how their thinking changes or evolves over time?